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ABSTRACT

This course provides for the recognition and understanding of terms necessary for exploring college admission. Insight is gained concerning the relative importance of high school grades and activities, as well as high school testing and college entrance testing. The course examines the junior college and senior college systems and their relationship to each other. It also explores varying campus atmospheres and different aspects of campus life. It provides practice in handling applications, including requesting transcripts and securing recommendations. All of the various sources of financial aid and general procedures for applying are studied. The course is recommended for any high school students, whether or not college entrance is anticipated upon graduation. The course makes use of reports, discussions, research, field trips, simulations, and resource personnel. (Author/WS)

ED 070015

AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

CG 007 645

SO YOU WANT TO GO TO COLLEGE?

Course Number 6443.50

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DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

SO YOU WANT TO GO TO COLLEGE?

Course Number 6443.50

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I. COURSE DESCRIPTION

A. This course provides for the recognition and understanding of terms necessary to exploring college admission. Insight is gained concerning the relative importance of high school grades and activities, as well as high school testing and college entrance testing. The course will examine the junior college system, the senior college system and their relationship to each other. It will also explore varying campus atmospheres and aspects of campus life. Practice in handling applications including requesting transcripts and securing recommendations will be provided. All sources of financial aid and general procedures for applying will be studied.

B. Elective. Recommended for any student whether or not college entrance is anticipated upon graduation.

C. Course Strategy:

1. Reports
2. Discussions
3. Research
4. Field trips
5. Simulations
6. Resource personnel

D. Materials

1. Reference books (e.g., College Blue Book)
2. Brochures and leaflets (e.g., Miami Dade Junior College course descriptions)
3. Kits (e.g., Chronicle Guidance, SRA)
4. Audio-Visual Materials (e.g., video tapes, motion pictures, slides, records, tapes)
5. Transcripts
6. College Admissions Applications
7. Financial Aid Applications

E. Prerequisites: None, other than being enrolled in grade 10, 11, or 12

II. COURSE OBJECTIVES

A. Description of Course Competencies.

1. The student will be able to identify major variables involved in the high school profile.

   a. The student will be able to read his high school transcript, know what it reports about him (i.e., the content of the high school transcript), and draw conclusions or generalizations from the given data of the transcript.
   b. The student will be able to compare and contrast his transcript with the data given in other transcripts.
   c. The student will be able to analyze socio-economic aspects of his school and community and ascertain his deviation from or conformity to the norm.
   d. Given c. above, the student will be able to draw conclusions regarding the relationship of the school and community at large to his own achievement.
   e. The student will have learned a glossary of technical terms relating to testing, grading, subject selection, school and community activities, and transcript initiation, maintenance, and evaluation.

2. The student will be able to identify major variables involved in the college profile.

   a. The student will have obtained a bibliography of major college reference materials, in addition to college catalogs, and will have learned how to research their contents and evaluate for factuality, comprehensiveness, and recency of information.
   b. The student will be able to establish a perspective of varying college admissions policies and requirements for graduation. This will include the ability of the student to graphically locate a particular institution of higher education on an admissions continuum, the lower scale of which is identified as open door and the upper scale as highly selective.
   c. The student will know basic differences between private and public higher learning institutions.
   d. The student will be familiar with the role of public and private junior college systems.
   e. The student will be familiar with the Florida public senior college and university systems and the relationship of the public junior colleges to them.
   f. The student will have identified other aspects of colleges which individualize their profiles, such as: Location, size of student body, faculty-student ratio, cost, types of financial aid, curricula, race, etc.

g. The student will have examined the concept of high school and college accreditation, advantages and disadvantages of accreditation, basic procedures an institution follows in obtaining accreditation, and an introduction to the regional accrediting agencies.

h. The student will also have visited various college campuses and formulated concepts of each college's atmosphere (as operationally defined by the class) from student, faculty, and administrative points of view. He will be able to compare and contrast the three views and indicate the appropriateness of his admission to each college visited.

i. The student will have identified minority and low income groups and examined the specific problems such groups have in obtaining admission and financial aid to colleges with various profiles.

j. The student will be aware of the major sources of assistance to minority and low income candidates in gaining admission to colleges having various profiles.

k. The student will have examined campuses having varying degrees of unrest, the nature of the unrest, and will have contrasted such colleges with those having no history of unrest.

l. The student will have learned a glossary of technical terms relating to college admissions.

m. The student will be better prepared to begin his own college selection or list of possible selections.

3. The student will be familiar with the role testing plays in the admission process and will have been administered some or all of the pre-college testing programs.

a. The student will have examined and engaged in some analysis of various types of pre-college tests, such as those measuring or evaluating scholastic aptitude, scholastic achievement, musical or artistic talent, physical prowess, etc.

b. The student will have familiarized himself with the format, sample test items, and purposes of the 2-hour National Merit Scholarship Qualifying Test and the Preliminary Scholastic Aptitude Test.

c. The Black student will be better able to relate the NMSQT results with the purposes of the National Achievement Scholarship Program for Outstanding Negro Students and ascertain his probability of being designated an NASP finalist.

d. The student will have a broad perspective of the nature of and purposes for the administration of the Florida Twelfth Grade Testing Program.

e. The student will have sufficient information about the Scholastic Aptitude and Achievement Tests of the College Entrance Examination Board and the ACT of the American College Testing Program to distinguish between the two testing programs and to note differences among colleges with respect to their administration as a requirement in the admissions process.

f. The student will be familiar with
   (1) The nature of the Advanced Placement Program in which he could be enrolled while attending high school.
   (2) Procedures involved in Advanced Placement Testing including a review of sample Advanced Placement Tests.
   (3) Possible benefits to be derived from having achieved institutionally defined acceptable scores.

g. The student will be apprised, for present or possible future utilization, of the College-Level Examination Program.

h. The student contemplating admission to a 2-year-college or vocational-technical institute will have surveyed the profile of the Comparative Guidance and Placement Program, administration of which may be required for the purpose of guidance and placement at the institution.

4. The student will have a broad perspective of the financial aid spectrum and be better prepared, along with his parents, to assess his chances of obtaining financial aid at a specific institution of higher education, as well as to determine the nature of the aid he might obtain.

   a. The student will know the various types of financial aid available as well as eligibility requirements for each.
   b. The student will be familiar with scholarship and other financial aid opportunities available to him as the result of being selected Finalist or Commended Merit Scholar in the National Merit Scholarship program.
   c. The Black student will be aware of opportunities for scholarships and other financial aid afforded him as the result of being selected an NASP Scholar.
   d. The Black student will be aware of supplementary financial, as well as general guidance opportunities, available to him through NSSFNS and other organizations and programs in existence for the sole purpose of assisting minority and low-income students.
   e. The superior high school student will be apprised of the scholarship benefits afforded him through the Florida Twelfth Grade Testing Program which could result in his being named a Florida Regents Scholar.

f. The low-income student will have a comprehension view of various types of aid for which he may be eligible at Miami-Dade Junior College and other institutions of higher education.

g. The Cuban student will be familiar with financial aid available to him from the United States Government and other agencies, private and public.

h. The student desirous of entering the teaching or nursing profession will learn the State of Florida's procedures for obtaining financial aid from the State as well as other sources.

i. The student whose father is deceased or disabled as the direct result of his involvement in one of the U. S. Armed Forces will be aware of Veterans Administration financial assistance.

j. The student whose parent or parents may be subject to social security payments will be aware of the length of continuation of such payments on his behalf insofar as he is involved with furthering his education beyond high school.

k. The handicapped student will be familiarized with various types of financial assistance from Vocational Rehabilitation.

l. The student interested in a military academy or ROTC Program while attending college will be knowledgable of the financial assistance provided.

m. The student whose family income is an excess of $10,000.00 and must obtain more aid in order to attend a specific college will be apprised of aid for which he may be eligible.

n. The student desiring a specific major in college not previously mentioned, such as journalism, science, education of exceptional children, agriculture, pharmacy, art and music will be apprised of scholarship and other financial aid which may be available to him according to his specific needs.

o. The student from minority and low-income groups other than Black and Cuban, such as, Indians and migrants, will learn of financial aid for which he may be eligible.

p. The student needing work while attending college to supplement his income or to provide assistance in payment of college expenses will be familiar with the various work and work-study programs.

q. The student interested in an athletic scholarship will learn the procedures for obtaining such.

r. The student will be familiar with other sources of financial aid from within the local community and from organizations, such as civic and service groups and labor unions.

5. The student will be familiar with major aspects of the college admissions procedure.

a. The student will be able to combine his high school profile with a realistic selection of college profiles, possibly culminating in his selection of and admission to one college.

b. The student will have considered the practical aspects of his relative success--in terms of probability--in making his final college choice or choices.
c. The student will have considered his family problems, study habits, various achievement levels, and psychological preparedness for college level work.
d. The student will have ascertained how to obtain his application for admission, the period of time during which it can be prepared, and its due date.
e. The student will have learned how to complete his application.
f. The student will have determined whether he needs to apply for financial aid and, if so, what forms are needed, where they may be secured, the period of time during which they can be prepared, and their due date.
g. The student will have learned how to complete a financial aid application, whether a form obtained from the college itself or the Parents Confidential Statement or the Family Financial Statement.
h. The student will have learned what admissions or placement tests are required by the college, where to apply for administration of the tests, how to complete the application for administration, the cost of administration, as well as the time and place of administration.
i. The student will have reviewed published samples of test items in order that he can have the opportunity to be in the best frame of mind at the time of testing and to be "test wise".
j. The student will have been informed of the college reply date, the need for and completion of housing forms, the need for and completion of health examination forms by a physician, and the amount of deposit to the remitted

B. Demonstration of Competencies

Since this course primarily serves the personal needs and interests of each student enrolled, demonstration of compentencies must be individualized because the goals relative to those needs and interests are of that nature. Therefore, what knowledge in appropriate for one student is not appropriate for another, other than in probable passing interest. With this condition in mind, the student will generally express his compentencies in the following ways:

1. Know what is on his transcript and interpret it comparatively with respect to his local school and external norms.
2. Know where to go for the types of information he's seeking and how to find them within the source or sources.
3. Understand how his high school profile relates to the specific college profiles in which he expresses interest.

4. Understand both what the high school tests and pre-college tests he has taken, is taking, or will take test for, and how to read the scores relative to meaning.
5. Complete either simulated or non-simulated applications for admission, financial aid (where appropriate), and testing; with respect to non-simulated applications, all deadlines are met.
6. Visit several colleges (choices left to the student) to obtain perspective beyond the classroom setting as well as for comparison and contrast among them.
7. Knowledge of a technical vocabulary sufficient to understand the process of college admissions as it relates to him.
8. Personal growth has taken place toward goal fruition.

C. Acceptable Performance

Insofar as the student indicates that he is selecting and utilizing information and other learning activities appropriate to his expressed needs, the student is performing acceptably. Within this loose framework of acceptable performance, the instructor is observing a role of relevance to the individual student and assisting each student toward growth in the development of his college goals.

III. COURSE CONTENT, PROCEDURES, AND LEARNING ACTIVITIES

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
High School Profile	Knowledge of Personal High School Transcript	1. Each student can begin the course with a copy of his own permanent record card for study and referral. 2. The students might attempt to analyze through class discussion the meaning of the term "profile," as well as specific factors which could be included in a student's high school profile. 3. Through the use of an opaque projector, the teacher could compare and contrast profiles of real but unidentified students having different transcript profiles. 4. A counselor from the guidance staff could lead a discussion of high school graduation requirements according to the quinmester standards. 5. The high school test chairman might discuss that part of the permanent record card reporting tests administered and the interpretation of the scores. 6. A counselor from the guidance staff could provide a profile of the student body including: a. School and other reported norms (county, state, national) on various tests administered, b. Socio-economic make-up of student body, and c. Follow-up studies of alumni. 7. A social studies teacher might report on the socio-economic aspects of the community or communities from which the student body comes. 8. The students could discuss the influence of the community background on the school profile and their individual profiles.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
College Profile	A. Acquisition of bibliography and use of reference materials.	1. Students could be divided into small groups for bibliography research in college admissions at local school library, community library, and college or university library.
		2. Teachers could secure copies of various reference materials on college admissions for classroom use.
		3. The students could review these reference materials as to content, comprehensiveness, recency of information, factuality.
	B. Knowledge of varying college admission policies.	1. The students could select college catalogs of their choice and review their contents for comprehensiveness, recency of information, and factuality.
		2. Students might contrast the information provided in college catalogs with that provided in a publication such as the College Board's Manual of Freshman Class Profiles.
		3. The teacher could provide the students with a list of colleges having varying admissions policies from open-door to highly selective. Students could research these colleges from the reference materials available and classify each according to selectivity.
		4. The teacher or committee of students could arrange for a panel of college representatives (to include public and private junior colleges, public and private senior colleges and universities) to talk with the class about their respective colleges.
	C. Knowledge of varying college atmospheres.	1. Students could arrange individually or in groups to visit two or more college campuses and meet with students, faculty, and administrators to assess the campus atmosphere as predefined by the class. Each student could then return to class and ascertain, with obtainable admissions criteria, his admissibility to each school visited and his likelihood of satisfactory adjustment there.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. A panel of college students, professors, and administrators could discuss the problem of student unrest on college campuses with representation from a college or colleges experiencing no overt unrest.
	D. Knowledge of college accreditation.	1. A representative from an accredited institution of higher education and another from a non-accreditated institution might talk with the students about accreditation procedures, the meaning of institutional accreditation, and the relative value of accreditation.
	E. Problems of minority and low-income students in college admissions.	1. Black college representatives from integrated and predominantly Black schools could discuss problems of minority admissions with the class and indicate current attempts at solution.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Pre-College Testing	Familiarity with the role of testing in the admissions process.	1. A college admissions officer or officers could discuss with the student the role of testing in the admissions process as well as discuss tests currently used in college admissions. 2. The students can review the materials currently available on the combined National Merit Scholarship Qualifying Test and the Preliminary Scholastic Aptitude Test. The purposes of the test, test format and sample test items can be explored and results discussed. When appropriate, the test can be administered to all in the class who are interested. 3. Black college students who have been recipients of the benefits of the National Achievement Scholarship program for Outstanding Negro Students might be recruited to discuss this aspect of the National Merit Scholarship Qualifying Test. 4. The high school test chairman could discuss the Florida Twelfth Grade Test Program--its format and purposes. When appropriate, all twelfth grade students would be administered the test. 5. Students could review admissions procedures for two or more colleges of their choice with respect to admissions testing. They would note the preference of a college for results from either College Board or ACT testing. 6. The teacher could provide information booklets to each student for the ACT and CEEB'S Scholastic Aptitute Test and Achievement Tests. Students could complete sample or true applications for both programs. 7. The students could distinguish between the two major national college testing programs in their format, test samples, manner of reporting scores, and interpretation of scores. The appropriate tests would be taken according to the student's college admission needs.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		8. A faculty member from a high school involved could discuss the Advanced Placement Program and provide the class with sample test items from his/her Advanced Placement course as well as from other courses. The discussion could conclude with procedures used in applying for the AP Test. 9. An admissions officer from a college accepting results of the AP Test could discuss benefits afforded the student having acceptable AP scores insofar as his institution is concerned. He could also elaborate regarding differences among colleges in accepting such scores. 10. An admissions officer from a college approving CLEP results could discuss the value of this program to students entering his institution and cite differences among colleges with respect to the CLEP. 11. Students could review the profile of the Comparative Guidance and Placement Program and note the comprehensiveness of the information provided. When appropriate the student may be administered the test.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Applying for financial aid.	A. Knowledge of types of financial aid.	1. A college financial aid officer might lead the students in a discussion of types of financial aid currently utilized by higher education and eligibility requirements for each type of aid.
	B. Knowledge of special scholarship qualifying tests.	1. The scholarship chairman from the school's guidance department could discuss the scholarship aspects of the NMSC and NASP. 2. Each student in the class will complete a trial financial aid application to a college of his choice and the financial aid application of the College Board or the ACT.
	C. Knowledge of minority and low income financial aid opportunities.	1. A representative from NSSFNS might be available to talk with the black students about the financial aid aspects of NSSFNS and to combine this information with the purposes of NSSFNS as well as the completion of application forms to be submitted to NSSFNS. 2. The scholarship chairman could moderate a panel of students in discussing the requirements of the Florida Regents Scholar Program, especially with respect to financial eligibility requirements of the family and the cost of education at the admitting college or university. 3. A representative from the financial aid office at Miami Dade Junior College might present a comprehensive report of financial aid available to minority and low-income students including Economic Opportunity Grants, NDEA loans, tuition waivers, Cuban Loans, etc.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	D. Knowledge of aid available through military and veterans sources.	1. A panel of armed forces representatives could discuss the financial assistance provided through the military academies, ROTC programs, and the Veterans Administration. The guidance department's scholarship chairman might assist nursing and teaching candidates regarding the procedures for obtaining the State of Florida Nursing and Teaching Scholarship Loans and other appropriate financial aid.
	E. Knowledge of work, work-study, and coop programs.	
	F. Knowledge of community, organizational and other financial aid sources.	1. A panel of counselors, teachers, and representatives from college financial aid offices and civic organizations could discuss other types of financial aid not previously covered in the course. 2. A mock financial aid committee comprised of members of the class will review simulated financial aid applications and make decisions of acceptance, rejection, type, and amount of aid granted.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
The college admissions process.	A. Knowledge of practical steps to be taken in applying for admission to college.	1. Students may research individually or in groups through available filmstrips, catalogs, brochures, reference books or other media such pertient information as may be needed in establishing the procedures for admission to the college or colleges to which applications will be addressed. 2. Through the use of available college profile information, each student will assess both his chances for admission to the college or colleges of his choice, and his probable success if admitted. 3. Each student will acquire, complete, and, where appropriate, submit applications for admission and financial aid as prescribed by his/her choice of college(s). 4. Each student will complete either simulated or true applications for prescribed admissions or placement tests. 5. A mock student admissions committee (rotated in order that each member of the class may be a member of the committee) could review each class member's application and determine acceptance or rejection. Examples of early and regular admissions and early decision candidates might come before the mock committee.
	B. Selection of college major	1. An employment counselor, a college course selection advisor, and a college placement counselor could present a panel discussion regarding such topics as occupations, occupational outlook, the influence of local and national economy on employment in various occupations, and the selection of a college major.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. A representative from the Florida State Employment Service may introduce the class to the DOT, the Occupational Outlook Handbook, the Occupational Outlook Quarterly, and various occupational publications of the Department of Labor and Bureau of Labor Statistics.

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